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ABSTRACT

This literature review examines alternative routes to teacher certification and presents alternative certification regulations and policies for 19 states. Three categories of nontraditional personnel preparation programs are noted: nontraditional recruitment programs, retraining programs, and alternative certification programs. A definition of alternative certification programming is offered and innovative aspects (such as open competition and the phaseout of emergency certification) of alternative certification are identified. Studies of alternative programs in operation are reported and their increasing acceptance by major educational organizations and political personnel is noted. Current issues including program quality, incentives, and performance outcomes are cited as are such recommendations as assessing cost benefits of alternative routes to certification. Seventeen university, district, and state alternative certification programs are described. Specific implications for special education are drawn. These include the appropriateness of alternative certification in areas of critical shortages, related controversy over the regular education initiative, and the question of who controls the preparation of teachers. An appendix summarizes alternative certification programs and policies by states and lists contact persons. (43 references) (DB)

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ALTERNATIVE ROUTES TO TEACHER CERTIFICATION

By Judy Smith-Davis

THE MANY DIRECTIONS taken by the school reform movement of the 1980's have included initiatives that appear to conflict with one another in purpose or philosophy. With regard to the qualifications of teachers, Darling-Hammond (1988) and Lynn (1989) point out a number of dichotomies. On the one hand, there are movements to professionalize teaching, develop professional standards boards for teacher certification, make preservice preparation more rigorous, and improve the conditions of the schools. On the other hand, there is widespread hiring of unqualified applicants through emergency certification, school climate that focuses on procedures and mandates, and further dilution of personnel preparation. Moreover, Darling-Hammond (1988) points out that "in the last few years, virtually all states have changed their requirements for teacher licensure" (p. 5), but "for every one of these moves to tighten certification requirements, others have been taken to loosen or waive such requirements, often as a means of counteracting teacher shortages" (p. 6).

"The apparent schizophrenia about standards for teachers" (Darling-Hammond, 1988, p. 7) is due not only to these contrasting viewpoints but also to shortages of teachers.

> Shortages of qualified teachers have become apparent in recent years in the growing regions of the South and West, in many urban districts, and in subject areas like mathematics, science, special education, foreign languages, and bilingual education. After years of declining enrollments and teacher surpluses, by 1985 the annual supply of newly trained teachers had dwindled to under 100,000, less than half the number graduated in the early 1970's. These trends are particularly troublesome in light of projected increases in teacher retirements. These factors are expected to produce nearly 200,000 teacher vacancies annually over the next five years (1987 to 1992) (National Center for Education Statistics, 1985; Darling-Hammond, 1987). The supply of newly graduated teacher candidates is expected to satisfy only about 60 percent of this demand. Recent attention to teaching has stimulated an increase in the number of college freshmen reporting an interest in education as a major or a career (Astin, Green, & Korn, 1987), but their numbers would have to be more than double to satisfy the demand for new teachers in coming years. (Darling-Hammond, 1988, p. 7)

The demand for personnel, the problem of emergency certification, the desire to have well qualified teachers, and other pressures have led to a growing interest in alternative routes to teacher certification. Alternative programs make it possible for people with specific qualifications (e.g., bachelor's degrees in certain fields) to enter teaching rapidly, because less pedagogical training is required than in traditional, campus-based programs (Graham, 1989). As the 1980's draw to a close, alternative programming is becoming one of the

issues in what Case, Lanier, and Miskel (1986) describes as "debates . . . regarding the nature, form, and length of teacher preparation, as well as the relationship between theory and practice" (p. 38).

Although the practice of alternative preparation appears to be gaining ground, the number of states that are planning or sponsoring alternative routes to certification is not clear. Graham (1989) and Darling-Hammond (1988) refer to 23 programs as of 1986, while McKibbin (1988) cites 21 programs in 1988, and the Council of Chief State School Officers (1988) lists 27 for the 1987-88 school year. As of August 1989, the U.S. Department of Education had identified 19 state initiatives (Baird, 1989b). Some surveys (e.g., Office of Planning and Evaluation Services, 1989; CSPD Caucus, 1988) have been inconclusive because of the tendency to confuse alternative certification with other terminologies, such as emergency certification (through which districts hire personnel without the proper certification because of critical shortages). Thus, it is necessary to communicate more precisely a definition of the alternative route to certification and its variations in practice.

CHARACTERISTICS AND EXPECTATIONS

Darling-Hammond, Hudson, & Kirby (1989) classify non-traditional personnel preparation programs in three categories:

1. Non-traditional recruitment programs, which provide coursework and other requirements for full certification to potential teachers from non-traditional pools. Candidates complete preparation in the standard manner, and changes in state policies on teacher training or certification are not required.

2. Retraining programs, in which teachers already certified in other subjects or specialties complete additional training to gain endorsement or certification in a shortage area.

3. Alternative certification programs, which increase the supply of personnel by preparing individuals to meet revised state certification requirements (and which usually lead to the relatively early placement of the candidate in a teaching position).

This paper is concerned with the third category of non-traditional programs, alternative teacher certification, which may also be defined as "any significant departure from the traditional undergraduate route through teacher education programs in universities and colleges" (Oliver & McKibbin, 1985, p. 1). The definition will vary according to the approach used in specific states (ERIC Clearinghouse on Teacher Education, 1986).

Alternative programming may represent either major or minor modifications in the route to teacher certification, and may or may not affect other policies. For example, "although a few states, like New Jersey, eliminated emergency certification when the alternative route was introduced, most have merely added the alternate to their existing array of temporary, provisional, or emergency certificates" (Darling-Hammond, 1988, p. 6). Further, states typically target the shortage areas to be filled by graduates of alternative programs, and training is designed to prepare personnel for these specific positions.

The definition of alternative certification programming approved by the American Association of Colleges for Teacher Education (AACTE) was offered in the organization's 1985 position paper on this issue (Smith, Nystrand, Ruch, Gideonse, & Carlson, 1985), as follows:

> An alternative model is designed for a different population from the usual 18-24 year old undergraduate population. It provides professional training for prospective teachers, and has the same standards and expectations of competence as a traditional teacher education program. The fundamental differences between an alternative and traditional program are in: the target audience, the training design, and the length of training, not in program content, rigor, or expected outcomes. (p. 24)

The AACTE position statement goes on to recommend: (a) selective admissions standards, including a baccalaureate degree and assessment of the candidate's competencies, personal characteristics, and communication skills; (b) a curriculum that imparts the knowledge and skills necessary for the beginning teacher, as outlined in AACTE's (1983) Educating a Profession: Profile of a Beginning Teacher; (c) a supervised internship through cooperative university/school arrangements, in which the candidate demonstrates competencies; and (d) a competency examination in the subject field and in professional studies (Smith, Nystrand, Ruch, Gideonse, & Carlson, 1985).

In emphasizing that alternative certification means innovation, Baird (1989, lists the following standards or components:

1. Open competition. Alternative programs should not be based only on personnel shortages. Rather, they should "permit alternate candidates to compete freely with certified applicants, independent of shortages, so that local schools may legally hire the best qualified person . . ." (p. 5).

2. Teacher entry requirements. Entry criteria must be met before candidates compete for positions, and deviations from criteria should be minimal. Entry criteria should encourage, rather than discourage, talented and experienced professionals to become teachers.

3. School district support. The alternative program should be a cooperative effort of local teachers, administrators, and higher education, with significant support from the district supervisory team.

4. Formal training. Coursework in conjunction with intership training should be coherent, intensive, and specifically designed for the target population of applicants. It should not be a situation in which applicants enroll in college courses on an unstructured basis or where instructors are not part of the overall plan.

5. Phase-out of emergency certification. One goal of alternative programming should be the development of an experienced corps of qualified teachers, whose presence would ease the shortage of human resources and eventually end the need to hire unqualified personnel.

Two recent studies have reported on alternative programs in operation. Darling-Hammond, Hudson, & Kirby (1989) found that most such programs in their study included a summer course lasting six to eight weeks, followed by a full-time teaching internship at full salary. The emphasis on methods courses and training seminars was "relatively minor" in comparison with traditional preparation requirements. The results of McKibbin's (1988) investigation of 21 alternative programs at the state level showed that:

* All alternative certification programs . . . required that candidates have a baccalaureate degree, pass certification tests, and participate in a training program and a field practicum.

* In most cases, the entry requirements were equal to or greater than the requirements for entry into university teacher education.

* The training programs ranged from a rather short orientation or a few courses at a college, to extensive offerings that parallel university programs.

* Most states . . . had some provision for ongoing supervision and/or support from a person like a mentor teacher.

* Nearly all alternative programs required evaluation of the candidate. (p. 33)

Education is not the only field currently experimenting with alternative programming. Also plagued by personnel shortages, the nursing field is taking some similar steps. One example is the Accelerated Pathway for College Graduates at George Mason University (1987) in Virginia. Designed for highly motivated, mature students, this pathway is a 12-month, full-time program that leads to a Bachelor of Science in Nursing for the trainee who has already earned a bacallaureate in a discipline other than nursing. The shortage of nurses has also prompted a committee of physicians from the American Medical Association to propose a new category of health care worker, who would practice nursing but whose training and supervision would come from physicians, rather than from schools of nursing. As a result of this and other problems, "the animosity between medicine and nursing is approaching an all-time high" (Peters, 1989, p. 1).

Nor is the alternative certification concept altogether new. For many years, several variations of non-traditional personnel recruitment and preparation (including alternative programming) have been practiced in vocational education, because it is desirable to hire specialists to teach vocational skills and because of chronic shortages (Erekson & Barr, 1985).

"What is new about many recent forms of alternative certification is the potential role or, more correctly, the absence of a role for institutions of higher education in the professional preparation portion (foundations, pegagogy, and practicum) of teacher education. In some states, . . . the participation of universities is now optional" (McKibbin, 1988, p. 32). The implicit criticism

of traditional teacher education is clear among the reasons that have been advanced for offering alternative routes to teacher certification (Graham, 1989; Lynn, 1989; McKibbin, 1988):

* Shortages of personnel.
* The decline in minority representation in the teaching force.
* The desire to reduce the numbers of personnel hired and/or trained out of state.
* The high incidence of teachers employed on substandard credentials and emergency certification.
* The desire to attract high caliber people from other fields, who might not otherwise be interested in teaching opportunities.
* The desire to employ more teachers with arts and sciences backgrounds.
* The need to enable entry for persons who are making mid-life career changes.
* School reform legislation. "Most programs have been introduced as part of larger state legislative reform measures" (McKibbin, 1988, p. 32).

* Dissatisfaction with traditional personnel preparation programs.
* The higher education monopoly on preservice training.
* The failure of higher education programs to recruit high caliber individuals into teacher training.
* Problems with the structure of traditional preservice programs.
* Dissatisfaction with the graduates of teacher education programs in colleges and universities.
* The tendency of higher education preservice training to embrace the "practicality ethic," in which "easily achieved and measured skills have supplanted knowledge of more complex instructional strategies and problem solving processes" (McKibbin, 1988, p. 32).

At the same time, some teacher educators are looking closely at the quality of alternative programs. While encouraging the development of alternatives for talented people from other fields in accordance with its own definition and requirements (see page 3 of this paper), the American Association of Colleges for Teacher Education has cautioned that "some states have taken steps to alleviate the teacher shortage in ways that do not recognize the importance of professional training"(Smith, Nystrand, Ruch, Gideonse, & Carlson, 1985, p. 24). Other parts of the AACTE position reflect the dichotomous nature of this issue that Darling-Hammond (1988) and Lynn (1989) point out:

> There is a growing recognition that teaching is more than telling. Indeed, current studies of higher education acknowledge the strengths of university faculty members as scholars but criticize their ability to teach. For the past decade, researchers have focused upon characteristics of effective schools and effective teachers. As a result, we face an impending teacher shortage with a much better knowledge of what is needed to prepare teachers than we possessed in the 1960's (when crash preparation programs were established to address a shortage). David Berliner summarizes these developments as follows: Recent and numerous advances in pedagogical knowledge can now,

> for the first time, be used to provide teacher education with a scientific foundation. What we need now is great reform in teacher education. What we need least is a deletion or reduction in the pedagogical training that makes up teacher preparation programs. (Smith, Nystrand, Ruch, Gideonse, & Carlson, 1985, p. 24)

The Council for Basic Education takes a hopeful stance and has shown a particular interest in developments emerging from New Jersey's alternative program. According to this organization's publications, there is no reason to believe that "alternative routes into the classroom and eventually to full certification must, by their very nature, undermine other efforts toward professionalism" (Lynn, 1989, p. 2). It is also suggested that professional standards boards adopt policies and procedures that are not only rigorous, but are also flexible enough to provide different routes into the profession.

Possibly the greatest public promoter of the alternative concept is the President of the United States himself, whose support has been expressed frequently during his election campaign and his presidency. Further, the President has proposed legislation in this regard, which is pending in Congress as of August 1989.

> The Bush Administration, on April 5, 1989, submitted a legislative proposal to the Congress to appropriate $25 million to fund an Alternative Certification of Teachers and Principals Program which would assist states interested in broadening the pool of talent from which to recruit teachers and principals. Funds would assist states to develop and implement, or expand and improve, flexible certification systems so that talented professionals who have demonstrated skill in their subject areas of competence or leadership qualities in fields outside education might be drawn into education. (Baird, 1989 , p. 4)

CURRENT FINDINGS AND RECOMMENDATIONS

Although many alternative programs are too new to have reported significant outcome data, results are beginning to emerge from some states (notably New Jersey and California), and people who have conducted studies or who are involved in alternative training have shared guidelines and cautions on several aspects of alternative routes to certification.

Reporting on a study of 21 alternative state-level programs, McKibbin (1988) points out that, "ironically, many alternative certification programs suffer from the same weaknesses attributed to traditional programs. . . . In larger programs, the training resembles the offerings in university certification programs. The alternatives used are also steeped in the 'practicality ethic' and seldom use powerful training systems in the delivery of instruction" (p. 35). Support for program innovation is emphasized by Shotel (1989) who believes that districts and higher education must work together and that the college or university must be willing to modify its program, provide new

offerings, combine courses, arrange adaptive scheduling, and create other innovations. Shotel (1989) adds that excessive special education certification requirements are not an incentive to recruiting candidates or modifying programs effectively for alternatives in that discipline.

Virtually all of the current literature on alternative certification emphasizes the importance of well supervised field work. Yet, in Darling-Hammond's (1989) survey of non-traditional programs, alternative certification recruits who did not have a student teaching or practicum experience stressed the need for one and "keenly felt the need for more and better supervision on the job. Shockingly, given the emphasis these programs place on on-the-job training, in lieu of much generally required coursework, they in fact offered the least supervision of any (nontraditional) program type, with many recruits receiving assistance only a few times during an entire year" (p. 81).

With regard to selection of trainees and incentives for them, Shotel (1989), in a discussion of The George Washington University's alternative program, says that mid-career professionals and military retirees are prime candidates for alternative training in mathematics, science, and other secondary and elementary areas. Although Shotel's program does not include alternative training for special education, he suggests that speech and psychology graduates and teacher's aides with undergraduate degrees might be considered appropriate targets for alternative training in that discipline.

Shotel (1989) also recommends careful analysis of prime populations whose members can be attracted to fill specific positions. Among the factors to be examined are:

* What special characteristics does the target population bring that merits consideration of an alternative? If the target population brings no special characteristics, there is no reason for an alternative program.

* What is the knowledge base of the target population?

* What experiences are members of the target population likely to have had that make them eligible as teaching candidates?

* What is the level of maturity of the target population?

* What work experience has the target population had with children or youth? (Evidence of enjoying children should be a major criteria for program completion.)

A continuum of incentive options is desirable, including scholarships, paid positions, and revenue neutral situations (e.g., trainees act as long-term substitutes in the schools, while the university covers their tuition and pays a modest stipend). The incentive of a degree may be important for an aide, but will not be important for military personnel, whereas the incentive of prestige (or lack of it) will be less important to people who have already been established in a prior career (Shotel, 1989).

The effectiveness of alternative programming for rural districts is raised by McKibbin's (1988) study of 21 programs, and by the study of California's alternative route by Wright, McKibbin, & Walton (1987). In California, because the training was designed by a local agency, rather than the state, there was considerable variance in program length and quality. "In Los Angeles, the program included 288 hours of activities over a two-year period. By comparison, the professional development plan of most participating rural districts consisted of occasional meetings with the mentor teacher and participation in district-sponsored staff development" (McKibbin, 1988, p. 33). Further, most of the participating rural districts in California could not provide adequate training facilities or resources, usually employed only one alternative program intern, and offered little more than the typical staff development offerings to the intern (Wright, McKibbin, & Walton, 1987).

Also of interest is the success of alternative routes to certification in contributing to the supply, recruitment, retention, and quality of teachers. An 18-month study sponsored by the Ford Foundation (Darling-Hammond, Hudson, & Kirby, 1989) examined recruits into non-traditional programs of three kinds (non-traditional recruitment, retraining, and alternative certification). This survey identified 64 programs with enrollments of math and science teachers reported at 2,443 in 1986-87.

> This probably does not represent the entire universe of such programs, but we believe it probably includes a sizable majority of existing programs. Considering that over 20,000 new math and science teachers will be needed each year over the next decade, the graduates of these initiatives represent a small but nontrivial fraction of the total needed, perhaps 10 percent or more. Some local and state programs supply as many as 15 to 30 percent of new teacher hires in those jurisdictions for certain subjects. Nevertheless, these programs do not, by themselves, attract enough participants to solve the shortage of qualified math and science teachers. (Darling-Hammond, Hudson, & Kirby, 1989, pp. 24-25)

On the other hand, New Jersey reports a much higher degree of success. In 1986, 17 percent of all new teachers in the state gained entry through alternative programs (Rorro, 1987), and "of the 1300 teachers hired under New Jersey's alternative certification system, 22 percent have been Black of Hispanic" (Feistritzer, 1989b, p. 7).

With regard to recruitment, California's program is reported to have become an effective recruiting mechanism for participating districts, has enabled experimentation with different training mechanisms, and has improved the training offered to other candidates, particularly emergency permit holders (McKibbin, 1988). California's experience also suggests a good retention rate among persons who enter teaching through the alternative route:

> In Los Angeles, the attrition rate of interns compares favorably to that of other beginning teachers. The District Intern Program's annual dropout rate was

> approximately 10 percent per year, compared to a rate of more than 20 percent for other beginning teachers during the same period. Furthermore, 91 percent of the interns who graduated from the program elected to return to that district the next year. (McKibbin, 1988, p. 34)

The caliber and performance of alternative trainees also appear to be satisfactory. A federally funded study (Policy Studies Associates, Inc., 1988) examined 20 programs of alternative certification or retraining. Among other things, the report of this study found that alternative certification programs were attracting well educated people who have a sincere interest in teaching, whereas retraining programs more often attracted long-standing veterans of the teaching profession who felt that they were burning out in their present jobs or who sought greater job security by transferring to positions in shortage areas. Another verification of candidate qualifications comes from South Carolina (Graham, 1989), where, among 170 active candidates, 46 hold master's degrees, five hold doctorates, and the rest hold bachelor's degrees.

Performance outcomes have been derived in a two-year study of the overall effectiveness of California's program. Observations of the teaching performance of second-year interns, second-year beginning teachers, and second-year emergency permit teachers showed that the alternative program's interns were performing at least as well as teachers from the other groups (McKibbin, 1988). Much more impressive outcomes are reported in New Jersey's results on the National Teachers' Examination:

> Overall, (alternative) teacher applicants in all fields combined achieved a passing rate of 91 percent, compared with 88 percent for approved program graduates. . . . The passing rate on the General Knowledge Test for approved program graduates has increased in each of the past two years, despite raised cutoff scores in each of those two years. This rate rose from 83.7 percent in 1986 to 85.3 percent in 1987, and to 88.4 in 1988. The passage rates for (alternative route) applicants were 96 percent in 1987 and 94 percent in 1988. (Feistritzer, 1989a, p. 5)

As alternative program develop and are evaluated, the factors covered in this section of this paper will bear scrutiny. In addition, the ERIC Clearinghouse on Teacher Education (1986) offers the following suggestions for assessing results:

1. Evaluation of alternative programs should include examination of the background and previous experience of the teachers who are graduates, because these factors may influence differences in outcomes.

2. The nature of the professional studies component of the program should be carefully described so that variations in effectiveness may be linked to program differences.

3. It will be important to assess increased fiscal costs and cost-benefits of alternative routes to certification.

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4. Another assessment factor is the question of the alternative graduate's ability to develop individualized instruction for students who have special needs.

5. The issue of "harm to students" must also be examined. "Certification should ensure that a person is 'safe to practice' through demonstration of appropriate knowledge, pedagogical competencies, and professional values before one is permitted to practice" (Williamson et al., 1985, cited by ERIC Clearinghouse on Teacher Education, 1986, p. 2).

UNIVERSITY, DISTRICT, AND STATE EXAMPLES

Transition to Teaching: A Teaching Residency Program for Arts and Sciences Graduates, described by Shotel (1987), is a cooperative arrangement between The George Washington University and Maryland's Montgomery County Public Schools. (A similar model has been implemented by the University and the Fairfax County Public Schools in Virginia.) This alternative program is designed to meet the need for better trained teachers, the need for competent substitute teachers, and the need for closer ties between school districts and higher education.

Persons with a bachelor's degree in any field who have been admitted to the master's program in elementary education are interviewed by University faculty members for possible placement in this program. A subsequent interview with a district representative results in selection, as well as an agreement by selected interns to accept substitute teaching assignments (or other assignments, such as team teaching, tutorials, curriculum revision, creation of instructional materials) in one school building throughout the year, under the supervision of the principal.

Interns are trained to take over a variety of classrooms, and they are encouraged to participate fully in school affairs as members of the professional staff. They participate in University coursework outside of school hours, and trained University observers supervise them biweekly on site, also consulting with school principals as part of the evaluation. School districts pay the University for each intern, and these funds are used to cover a monthly stipend for expenses, tuition, and other costs associated with graduate study from September through August.

By the end of the one-year program, the interns have completed the professional requirements for teacher certification in Maryland. Their intensive experience and their exposure to different situations makes them stronger candidates for the profession and, through this program, the district obtains a pool of substitute teachers with staying power and substance.

The Upper Valley Teacher Training Program, Inc., (described by Galano, 1989) is the only accredited teacher education program in the United States which is governed by public schools, which attracts older adults for whom it is not appropriate or desirable to return to a college campus, and which routinely attracts professionals to critical teacher shortage areas. One of the country's oldest alternative programs, Upper Valley has been operating for more than 20 years and is fully accredited by the New Hampshire Department of Education for

teacher certification in elementary and secondary education. Its competency-based design reduces time in academics in favor of an extended practicum.

Only 25 applicants are admitted to this program each year, and interns come from all sections of the United States. Candidates must have a strong liberal arts orientation, hold at least a bachelor's degree, and meet certain competencies developed by the State of New Hampshire. A significant number of teachers in the Upper Connecticut Valley are graduates of this program, which also certifies graduates in 31 states. Follow-ups have shown that most graduates have remained in teaching over the years.

Interns sign a contract with the teacher training program and with the participating school. This contract obligates them to be present in their placement schools during regular hours, and to give additional time each day to classroom planning and to the academic requirements of seminars. Interns receive no compensation and pay $3900 tuition for the ten-month program; some of the participating districts provide scholarships.

Training takes place from late August through mid-June each academic year. Interns work four and a half days per week under the guidance and supervision of a practicing teacher and program advisor, with constant oversight and support. The remaining half day per week is involved in methodology seminars and workshops (which also serve as inservice sessions for local teachers). Instructors include Dartmouth University faculty members, state education agency personnel, and master teachers.

Although the Upper Valley program does not prepare candidates to become special education teachers, all interns receive an orientation to special education through the seminars and workshops, as well as through their practica. During the 1988-89 year, seminar topics included:

* Adjusting Expectations for Special Needs and Remedial Students.
* Characteristics of the Learning Disabled Student and Examples of Instructional Techniques for Learning Disabled Students.
* The Classroom Teacher and Special Education.
* A Special Education Staffing Model.
* Accommodating Special Needs Students in the Regular Classroom, K-12.
* Multi-Modal Approaches to Teaching Reading.
* Resource Room Perspectives.
* Teaching Reading to Learning Disabled Students.

For the 1989-90 year, these seminars will be repeated, and the special education emphasis will be expanded to include:

* Critical Teaching Behaviors for Instruction of Students with Special Needs.
* Language Learning Problems.
* Implementation of the Least Restrictive Environment.
* Perspectives on State and Federal Laws and Regulations in Special Education.

For a review of state-level alternative routes to certification, the appendix contains summaries of nineteen such initiatives.

IMPLICATIONS FOR SPECIAL EDUCATION

Although general education positions, particularly in mathematics and science, have been most frequently targeted for alternative preparation of teachers, it is quite likely that special education will be affected by the movement toward alternative routes to certification -- if for no other reason than the fact that alternative programming responds to critical shortages. Shortages in many areas of special education are reported (Akin, 1988; Office of Special Education Programs, 1987, 1988, 1989), and special education also appears to have an elevated rate of emergency certification (Smith-Davis, Burke, & Noel, 1984; McLaughlin, Smith-Davis, & Burke, 1986).

At least one state (Delaware; see appendix) included special education teachers and physical therapists in its targeted positions for alternative certification in 1988-89. Other states (such as Georgia and South Carolina; see appendix) require that the alternative program include development of competencies for instruction of students with disabilities in the mainstream. It is also reported that Texas is developing an alternative program in special education (Shotel, 1989).

In addition to problems of personnel shortages and employment of unqualified personnel, other aspects of the current status of special education suggest that this field should become more cognizant and involved in the issue of alternative certification. One of these factors is internal strife within the teacher education profession in general, and the lack of agreement as to the means and ends of teacher preparation (Case, Lanier, & Miskel, 1986). Within special education, this debate is complicated by the conflicts of the 1980's concerning the "regular education initiative," which have blurred the distinctions between general and special education, particularly concerning students with mild to moderate handicaps, who are more likely to be in general education classrooms (Pugach, 1987; Reynolds, Wang, & Walberg, 1987; Wang, Reynolds, & Walberg, 1988; Will, 1986). Thus, at this juncture, there are multiple philosophies, disagreements, and recommended directions about teacher education for special education.

Moreover, in both general and special education, existing state certification requirements "never have been examined for their relationship to teacher effectiveness" (Hawk, Coble, & Swanson, 1985), so that little basis exists for comparisons between traditional and alternative routes. Certification itself tends to be a turf-protection, decision-making tool, not a quality control mechanism, and not enough is known about what constitutes competence in the first place (Pottinger, 1980). Policies and procedures for special education certification have been in a state of flux for many years. There are widespread variations in teacher certification and training practices, and there is no clear pattern, either for categorical or noncategorical certification (Chapey, Pyszowski, & Trimarco, 1985). Therefore, at this juncture, there are also multiple philosophies, disagreements, and recommended directions about certification in special education.

In reporting on four comprehensive studies relevant to personnel supply, demand, and preparation across the United States, McLaughlin, Valdivieso, Spence, and Fuller (1988) also point out that teacher preparation programs in special education may not be responding to the needs of the job market, and that there appears to be a mismatch between the needs of consumers and the trainees produced. The mismatch pertains not only to the comptencies and understandings imparted to trainees, but also to the positions that the preponderance of them are being prepared to fill. The University of Maryland's studies also revealed a potential need to change the structure of preservice training in special education. "Despite the growing number of part-time master's students, faculty generally acknowledged that their programs adhered to the traditional full-time training model in which graduate level courses are typically organized as seminars and emphasize knowledge of research and writing skills (McLaughlin, Valdivieso, Spence, & Fuller, 1988, p. 220).

Finally, the University of Maryland's work underscores a larger issue that the alternative certification concept also raises clearly for all of education, and that issue is: who controls the preparation of teachers?

> The issues of who is controlling entry into the profession and to what degree higher education must be the servant of the state should be examined. Such issues urgently need resolution, particularly in the face of new school reform legislation, such as teacher testing, beginning teacher internships, and similar state bureaucratic policies which will impact special education teachers. Working relationships, not paper committees and formalized rubber stamping, are required between consumers and producers to identify training needs and develop training programs that will maintain a supply of teachers for the handicapped and at the same time preserve the quality of their personnel. (McLaughlin, Valdivieso, Spence, & Fuller, 1988, p. 220)

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SUMMARIES OF 19 STATE-LEVEL ALTERNATIVE CERTIFICATION PROGRAMS FOLLOW IN THE APPENDIX TO THIS PAPER.

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ALTERNATIVE CERTIFICATION PROGRAMS

ALABAMA - The State Board of Education provides an alternative approach to regular certification procedures through a fifth-year teaching program for persons who have completed a bachelor's degree in a non-teacher education program. A college/university must have a State Board of Education approved Class B (bachelor level) or Class A (master level) program in the teaching field in which it offers a fifth-year program. Eligibility criteria for admittance to an approved program are: (1) hold a bachelor's degree from as regionally accredited college or university; (2) pass the Alabama English Language Proficiency Test; (3) Provide the score made on the basic portion of the Graduate Record Examination or the Miller Analogies Test; (4) hold a grade point average of 1.75 on a 3-point scale or 2.75 on a 4-point scale on all college/university courses prior to unconditional admission to the program; (5) meet prescribed course requirements for the type of certification sought, e.g. early childhood education, elementary education, middle school teaching fields and comprehensive high school teaching fields; and (6) complete a full-time internship as a teacher in a teaching field for at least ten weeks and 300 clock hours, and demonstrate over a ten-day period the ability to succeed as a teacher.

Final Requirements for a Fifth-Year Certification are: (a) Master's degree; (b) grade point average of 2.0 on a 3-point scale or 3.0 on a 4-point scale on courses completed following admission to the program, excluding any courses taken to meet unconditional admission requirements; (c) passing score on a comprehensive written and/or oral examination designed by the institution to cover the content of the program; and (d) passing score on the Basic Professional Studies of the Alabama Initial Teacher Certification Testing Program.

For further information, please contact:

Dr. Jayne A. Meyer, Assistant Director
Professional Services
and Coordinator of Teacher Education
Division of Professional Services
State Office Building
Montgomery, Alabama 36130
(205) 261-5290

ARIZONA - The State Board of Education may issue an alternative secondary certificate which is valid for one year, nonrenewable and is valid only for teaching in grades 7-12. Requirements are: (1) bachelor's degree from a regionally accredited institution with a major in the subjects to be taught (minimum of 30 semester hours in each subject to be taught); (2) passing score on State Board proficiency test in each subject taught; (3) State Board

approval of local school district training program of one-year duration consisting of (a) four weeks of training in academic instruction, (b) ten weeks of supervision by a team (one certified teacher, a content specialist and a State Board or college or university representative, and a school district evaluator); and (c) ten weeks of supervised teaching in the classroom. The team evaluates the intern teacher after the first four weeks, after an additional ten weeks and at the completing of the program. The intern who successfully completes the program may apply for a temporary or standard secondary teaching certificate.

For further information, please contact:

Mr. R. Berkley Lunt, Director
Teacher Certification Unit
Department of Education
1535 West Jefferson
Phoenix, Arizona 85007
(602) 255-4368

ARKANSAS - The Arkansas Department of Education provides for an Alternative Certification Program (ACP) designed to attract and train qualified persons to fill teaching vacancies in districts with a history of difficulty in recruiting certified teachers. The primary intent of the program is to provide an opportunity for persons making a career change to enter the field of education. It is not a program designed to circumvent established teacher education programs.

Qualified applicants are expected to meet the following requirements:

- Have a bachelor's degree from a regionally accredited college or university;
- Have a non-education major in the content area in which certification is sought;
- Have a cumulative grade point average of 2.75 or 3.0 in the last 60 hours of degree work, with a 3.0 grade average in the major;
- Demonstrate good communication skills through both an interview conducted by the selection committee and a written work history; and
- Attain as passing score on the National Teacher Examination specialty area, or a

specially devised criterion-referenced test as established by the State Board of Education for certification before the issuance of a standard certificate.

School districts wishing to participate in the ACP must do the following:

- Document the need for an alternative certification program by giving a past history of difficulty in recruiting certified teachers in positions to be filled;
- Give evidence of ability to meet Master Teacher Monitoring program qualifications; and
- Provide evidence of the commitment of the school board and appropriate school personnel that they will fulfill program requirements, including the superintendent, principal and mentor teachers.

The ACP requires three years to complete, and all training will take place in the Little Rock area. Participants are required to take an initial "weekend" intensive summer training program. Upon successful completion of this program, the applicant, or apprentice teacher, will be granted a one-year renewable provisional certificate and be eligible for placement in qualifying school districts as full-time or part-time teachers. During the first year, the apprentice teachers will work under the guidance of trained master teacher mentors. During the school year, educational training will be provided as well as through a second intensive summer training session. These training sessions will be tailored to meet the identified needs of individual apprentice teachers. Throughout the training program, apprentice teachers will be evaluated according to the same regulations and procedures which govern the evaluation of fully certified teachers in the participating districts.

Each program participant will pay an annual fee of $500 per year for each of the first two years. Funds will go to defray the cost of training supplies and materials, meals during training, mentor compensation and travel cost for the Arkansas Department of Education monitoring.

Each participant will be required to pay $300 upon selection to the program and $200 at the time of the training session. The remaining $500 will be paid prior to the second summer session.

For further information, please contact:

Dr. Angelo Coppola, Administerative Advisor
Alternative Certification Program
Teacher Education and Certification
Arkansas Department of Education
4 Statge Capitol Mall - Rooms 106B/107B
Little Rock, Arkansas 72201
(501) 682-4254

CALIFORNIA - In 1983 the California Legislature passed the Hughes-Hart Education Reform Act (Senate Bill 813) which included the Teacher Trainee Program to expand the pool of available teachers through an alternative route to certification. To qualify for a Teacher Trainee Certificate, five requirements must be fulfilled:

- The employing school district must determine that fully certificated teachers are not available or suitable.
- Employing school district must be participating in the mentor teacher program (also established in 1983).
- The applicant must possess a baccalaureate degree with a major or minor in each subject that he or she is to teach.
- The applicant must pass the State basic skills proficiency test (the CBEST Test).
- The applicant must pass the State-adopted test of knowledge of each subject to be taught.

When these five statutory requirements are fulfilled, the Commission on Teacher Credentialing issues a Teacher Trainee Certificate. The Certificate identifies the subjects which the trainee may teach in grades nine through twelve, or in grades six through eight in a departmentalized school. The law does not permit teacher trainees to teach in elementary schools, or in self-contained classrooms below grade nine.

A school district that employs one or more teacher trainees must assign one or more mentor teacher to guide and assist its trainee(s). The district must develop and implement a professional development plan for the trainee(s). The district must develop and implement this plan in consultation with a college or university that has a teacher education program for its own students. The professional development plan must include at least three elements:

- Specification of any courses or other training that the trainee is to complete.
- Provisions for an annual evaluation of the trainee.
- Any other criteria or plans adopted by the governing board of the school district.

The Certificate is valid for two years. At the request of the employing school district, the Commission may grant a one-year extension of the Certificate. If a teacher trainee completes two to three years of successful service, and if the employing school district recommends the trainee for a clear teaching credential, **the commission by law must grant the credential unless the Commission determines that the trainee is not a competent teacher**. The burden of proof is on the Commission, not the employing school district.

While other conventional candidates for teaching credentials are required to demonstrate competence during student teaching or internship teaching, the law requires the Commission to show proof that a teacher trainee is not competent. Also, unlike conventionally trained teachers, trainees are not required to complete courses in methods of reading instruction, health education or special education, or to finish a year of post-graduate college study, or to demonstrate knowledge of the U.S. Constitution.

Between the fall of 1984 and the fall of 1986, 438 persons entered the Teacher Trainee Program in 13 school districts. Ninety-six percent (415) were employed in one large metropolitan school district. In 1984-85, teacher trainees represented 28 percent of all new teachers of English, science and mathematics in that district. While non-trainees (conventionally trained teachers) had an attrition rate of 30 percent, the attrition rate for those entering by the alternate route (trainee program) was only 20 percent. For further information, please contact:

Dr. Richard K Mastain, Executive Secretary
Commission on Teacher Credentialing
1812 9th Street
Sacramento, California 94244-2700
(916) 445-7254

CONNECTICUT - The Connecticut Education Enhancement Act of 1986 mandated "The Alternate Route to Teacher Certification" program. The Alternate Route Program is sponsored by the Institute for Effective Teaching, a consortia of Connecticut's teacher preparation institutions, local boards of education, teachers, business, the State Board of Education, and the Board of Governors for Higher Education. Entry into the non-credit program is competitive, and costs include $1,600. for room and board (optional), $1,000. for books, and $200. for supplies. Admission criteria are:

1. The candidate must have a bachelor's degree from an accredited institution with a major in the intended teaching field. Prospective secondary school teachers must have at least the minimum number of total semester hours credit required for certification in the intended subject area. Prospective elementary school teachers should have a major in a subject area, in the liberal arts or in interdisciplinary studies.

2. The candidate must have an undergraduate grade point average of at least "B," or at least 24 semester hours of graduate credit with a grade point average of at least "B."

3. The candidate must submit an essay demonstrating a command of English and describing the desire to become a teacher.

4. The candidate must make a passing score on the Connecticut Competency Examination for Prospective Teachers (CONCEPT), and a subject matter exam in mathematics, French, German and Spanish if certification is sought in these subjects.

5. The candidate must submit proof of registration for Connecticut's CONTENT exam. This exam is designed to ensure prospective teachers are knowledgeable about their subject area. The exam must be passed prior to receiving a 90-Day Certificate.

6. The candidate must submit evidence of experience in working with children and adolescents.

Alternative Route certification areas:

- elementary education--4 through 8
- secondary education--English, foreign language, mathematics, science, history and social studies

After the completion of the Alternate Route program, and the prospective teacher accepts a regular teaching position in a Connecticut public school, the school superintendent must request in writing a Temporary 90-Day Certificate. Once the 90-day teaching period is successfully completed, an Initial Educator Certificate is issued upon the recommendation of the superintendent. During the first two years of teaching, the holder of the an Initial Educator Certificate must participate in the Beginning Educator Support and Training Program (BEST). At the end of the two years of satisfactory teaching (judged by classroom observation), a Provisional Educator Certificate is issued. The holder of a Provisional Educator Certificate must within three to eight years complete 30 credit hours beyond the bachelor's degree. Upon the completion of 30 credit hours, a Professional Educator Certificate will be issued. To keep the certificate, nine continuing education units (90 contact hours) of professional development activities must be completed every five years

For further information, please contact:

Ms. Traci Bliss
Institute for Effective Teaching
Department of Higher Education
61 Woodland Street, Hartford
Connecticut 06105

DELAWARE - The Delaware State Legislature provides funds to support a Special Institute for Teacher Certification. The Special Institute provides financial assistance to individuals seeking certification in areas where teacher demand is high. Scholarships are awarded to cover costs for all professional education courses and student teaching needed to meet certification requirements. Areas for which scholarships may be made are determined annually by the Director, Personnel Branch, State Department of Public Instruction. For the 1988-89 school year, these areas include elementary and special education, secondary mathematics, sciences (all), English, and modern languages. There is also a need for school librarians and physical therapists to work with handicapped students.

The Special Institute for Teacher Certification is governed by the State Board of Education which makes the rules and regulations for the program, and the College of Education at the University of Delaware administers the institute. Candidates for admission must:

- have an earned bachelor's degree, in an area other than education, from a regionally accredited four-year program;
- have completed a major field of study in a content area judged appropriate to Delaware's needs;
- have an overall grade point average of 2.7 to be admitted to the elementary and special education program;
- have a cumulative grade point average of 2.95 in all undergraduate courses with a minimum grade point average of 3.2 in major courses to be admitted to the secondary program;
- apply for certification and submit official transcripts to the Department of Public Instruction for evaluation; and
- meet the State standards on the Professional Skills Test and all requirements to obtain a Delaware Initial Standard Certificate in the area of concentration.

The University of Delaware will provide all courses required for initial certification with no tuition charges to the candidate, as long as the candidate finishes the program and within two years teaches full-time in a Delaware public school for at least one year after completion of the program.

For further information, please contact:

Dr. Ervin C. Marsh
State Supervisor of Certification
Certification and Personnel Division
State Department of Public Instruction
Towsend Building
P.O. Box 1402
Dover, Delaware
(302) 736-4686/4687

FLORIDA - An experimental alternate certification program has been established to attract arts and science graduates to teach in the secondary schools of Florida, particularly in areas of critical shortage. In recognition of the need and potential benefits of the program, the Florida Legislature has appropriated funds for the operation of five regional centers for alternative teacher preparation, each of which will be directed by a university working cooperatively with school districts within a region. Designated centers must meet the demonstrated needs of participating school districts. In addition to administrative costs, each center receives $64,000; each teacher candidate who successfully completes the program will receive $500; and, each participating school district will receive $500. As of July 1, 1988, the approved centers are:

(a) Florida State University/Florida A & M University
(b) University of Miami
(c) Stetson University
(d) University of Central Florida
(e) Florida Atlantic University

The criteria for certification are: (1) possess and maintain an overall grade point average of 2.75 on a 4.0 scale; (2) hold a bachelor's degree from an accredited college or university in an arts and science discipline with a major in the subject area in which the graduate is hired to teach; (3) make a passing score on the Florida Teacher Certification Examination, and make a passing score on a subject matter component or an equivalent national examination; (4) satisfactory completion of a modified beginning teacher program during the first half of the second year, which may include a reduced teaching load under the guidance of a master teacher and for which the candidate will receive compensation as a beginning teacher; (5) successful completion of the beginning teacher program during the second half of the candidacy year; and (6) upon completion of the above, the teacher candidate shall receive a professional certificate to teach in the schools of Florida.

For further information, please contact:

Ms. Patricia Green-Powell
Program Administrator
Teacher Education Program Approval
Department of Education
Collins Building
Tallahassee, Florida 3230
(904) 488-5724

GEORGIA - Under the State Quality Basic Education Act, the State Board of Education provides an alternative route to certification in secondary school science, mathematics and foreign language without requiring candidates to go through a State approved college or university teacher education program. The applicant must:

1. Hold a bachelor's degree from a regionally accredited college or university in the critical field;
2. Have an overall grade point average equal to or greater than that required in State approved teacher education programs. (At this time, the equivalent is 2.5 on a four-point scale;
3. Pass the appropriate Teacher Certification test;
4. Complete a one-year supervised classroom internship involving the appropriate teaching field (15 staff development units of credit); and
5. Satisfactorily complete courses (5 staff development units of credit in each) in (a) Identification and Education of Children with Special Learning Needs, (b) Curriculum, (c) Teaching Methodology, and (d) Human Growth and Development.

School systems that offer the Internship and course work for the alternate route (staff development) must obtain approval from the State Department of Education and provide assurances that specific guidelines for courses and the Internship will be met. School systems may offer part or all of the requirements. For example a school system could offer: (1) the entire program--internship plus all course work through its staff development program; (2) only the internship through staff development with the intern attending a college for the course work requirements, or (3) none of the program, but contract with a college or university to provide the program requirements for the candidate. However, the internship must be provided during the first year of employment and all courses that are offered through staff development must meet staff development unit or credit requirements (30).

The Internship is guided by a school-based support team which consists of a mentor teacher, the school principal, and the local staff development coordinator. This team has the overall responsibility of providing the experiences necessary for the

Internship. The State Department of Education provides written directions to participating school systems on how to conduct the Internship program. Detailed curriculum guides and evaluation procedures are provided along with technical assistance personnel from the State Department of Education.

The alternate route candidate will be issued a Provisional Certificate (BT) until the program is completed. Once completed, the candidate will be issued a Nonrenewable Certificate (NT) followed by the Performance Based Certificate (PBT).

For further information, please contact:

Dr. Carolyn Scherm, Consultant
Staff Development
Georgia Department of Education
1858 Twin Towers East
Capitol Square
Atlanta, Georgia 300334-5030
(404) 656-2403

LOUISIANA - The State Board of Education has established an alternate postbaccalaureate certification for secondary teachers program. Admission requirements are: (1) the candidate must hold a baccalaureate degree from a regionally accredited institution; (2) the candidate's degree major must be in a teacher certification area; and the candidate must have an overall grade point average of least 2.5 on a 4-point scale.

Certification requirements are:

1. General Education. A minimum of 12 semester hours in English and any additional coursework deemed necessary by the school/college of education is required to complete the general education of a teacher.

2. **Specialized Academic Education.** Candidate must complete all coursework in the area of certification required by school/college of education.

3. **Professional Education.** A minimum of 18 semester hours in professional education prescribed by the school/college of education must be completed in addition to nine semester hours of student teaching. Candidates who are teaching may satisfy this requirement by successfully completing a minimum one-year internship with supervision

provided by faculty in the college of education. The internship must be completed in the area of certification.

4. The candidate must make a passing score on the National Teacher Examination.

For further information, please contact:

Mr. Robert G. Crew, Director
Bureau of Higher Education
and Teacher Certification
State Department of Education
P.O. Box 94064
Baton Rouge, Louisiana 70804-9064
(504) 342-3490

MARYLAND - The Maryland State Department of Education has established alternative certification guidelines which must be followed by colleges and universities offering an alternative certification curriculum. Teacher candidates must complete a State-approved program and pass the National Teachers Examination. Admission criteria for the program are set by each participating institution. Each candidate must have a bachelor's degree in a content area (e.g. math, science, etc.) from an accredited institution and maintain a grade point average of 3.0 on a 4.0 scale.

Institutions offering alternative certification programs in Maryland:

University of Maryland, Baltimore County - For college graduates and career changers

University of Maryland, College Park For college graduates, retirees, and career changers

Western Maryland College, Westminister - For college graduates and career changers
Montgomery County Schools and University of Maryland, College Park-For ethnic minorities who are college graduates, career changers, and retirees

Towson State University, Towson - For liberal arts graduates pursuing a Master of Arts in teaching

College of Notre Dame of Maryland -For college graduates, career changers, and retirees

Loyola College of Maryland - For college graduates, career changers, and retirees

For further information, please contact:

Dr. Evelyn DiTosto, Chief
Teacher Education and Certification Branch
State Department of Education
200 W. Baltimore Street
Baltimore, Maryland 21201
(301) 333-2000/2142/2155

MISSISSIPPI - An alternative certification route is available to persons who hold a baccalaureate or higher degree from a regionally accredited institution of higher education and have achieved a score at or above the 51st percentile, based on the 1983 norms, on each part of the core battery and the specialty area of the National Teacher Examination. Persons who meet these two requirements may, upon application to the State Department of Education, receive a one-year provisional teaching certificate. The provisional certificate will allow the holder to seek a teaching position at the beginning teacher's salary.

The following requirements must be met in order to obtain a standard teaching certificate:

- Successfully complete the provisional period. (This period may extend for three years; however, during the first provisional year, mastery of 60 percent of the beginning teacher competencies must be achieved at the prescribed level. During the second year, mastery of 75 percent of the beginning teacher competencies must be achieved, and by the end of the third year, all competencies must be mastered at the prescribed level.)

- Complete 12 semester hours in courses prescribed by the Office of Teacher Certification from an institution of higher education with an approved teacher education program. Only institutions of higher education in Mississippi may offer these courses. At least six semester hours of the prescribed 12 must be earned before a second provisional certificate will be issued. All 12 prescribed semester hours must be completed before a third provisional certificate will be issued. Following the completion of these requirements, A Class A Standard Certificate will be issued.

For further information, please contact:

Dr. James J. Hancock, Director
Office of Teacher Certification
Department of Education
P.O. Box 771
Jackson, Mississippi 39205
(601) 359-3483/3877

NORTH CAROLINA - The North Carolina State Department of Education established an alternative route to certification in 1985 through a Lateral Entry Certification Program. Criteria for admittance to the program are:

1. The applicant must be selected for employment by a North Carolina school system and have a bachelor's degree from a regionally accredited institution of higher education.

2. The applicant and the employing school system must file a joint application with the Division of Certification, North Carolina Department of Education, including all supporting credits, experience, test scores, and other pertinent information. College graduates who have not completed a teacher education program must have an approved North Carolina institution of education with an approved teacher education program evaluate their credentials. Non-teaching work experience directly related to the certification area is recognized in determining years of experience for placement on the State Salary Schedule on a year-for-year basis. Successful teaching may be substituted for the student teaching requirement.

3. The applicant entering teaching under the Lateral Entry Program must complete a two-week training course prior to service in the schools or submit evidence of equivalent training. The course includes the Effective Teaching Training Program, classroom management and discipline procedures and an orientation to local school policies and procedures.

4. The applicant must obtain a satisfactory score on the National Teacher Examinations (NTE) or substitute the Graduate Record

Examination in order to maintain a valid certificate.

5. The lateral entry teacher must complete professional education and/or other requirements for certification through a school with an approved teacher education program. A minimum of six semester hours per year must be completed with all requirements finished within five years from the date of qualification. The Division of Certification issues lateral entry certification in the same areas and classes as regular teacher education graduates.

A temporary permit is issued for the fiscal year in which the Lateral Entry Certification Request form is submitted. Successful completion of the NTE Specialty Area is necessary in order to maintain eligibility beyond the first fiscal year of employment. Certification through the Lateral Entry Program is subject to all regulations which apply to other beginning teachers in North Carolina.

For further information, please contact:

Dr. Ione Perry, Director
Division of Certification
State Department of Public Instruction
114 West Edenton Street
Raleigh, North Carolina 27603-1712
(919) 733-2480

NEW JERSEY - The State has implemented (since 1985) a Provisional Teacher Program designed to recruit persons with college degrees with majors in areas in which they hope to teach. Candidates must have a letter of eligibility from the State Department of Education, Office of Teacher Certification, make a passing score on the National Teachers Examination, be recruited by a local school district, and satisfactorily complete a rigorous internship consisting of 200 hours of formal instruction in education. Supervision and evaluation are provided by a professional support team which include the school principal and an experienced certified teacher.
The supervision and support requirements involve the following: (1) an initial 20-day period of close supervision before the provisional teacher takes charge of the classroom; (2) weekly observations during the first 10 weeks after the provisional teacher takes charge of the classroom; (3) and monthly observations for the remaining five months of the school year. Formal evaluations are conducted by the principal three times during the year. The provisional teacher is evaluated by the team after 30 weeks of full- time teaching; that is, 30 weeks

after the completion of the initial 20-day supervised teaching experience. The last evaluation is made by the principal with a recommendation for or against certification.

By 1988, 29 percent of new teachers hired were certified through the alternative certification route, and 21 percent of all those hired through the alternative route were minorities. The attrition rate for new teachers certified through the traditional route for the year 1987-88 was 15.9 percent while the rate for new teachers certified through the alternative route was 4 percent.

For further information, please contact:

Dr. Leo Klagholz, Director
Teacher Preparation and Certification
Department of Eduction
Trenton, New Jersey 08625-0500
(609) 292-4450

NEW MEXICO - In 1986, the New Mexico State Board of Education adopted regulations for an alternative certification program designed to attract distinguished scholars who have not completed teacher education programs.

At the request of a local school board or the governing authority of a private school, the State Board of Education may approve an alternative licensure programs. Any proposal for approval of an alternative licensure program must be a collaborative effort based on the initiative of a local school board or the governing authority of a private school, a college or university, and the State Department of Education. The initiative may also involve cooperation with business and other appropriate agencies. The State Department of Education in cooperation with these agencies conducts an annual evaluation to assess the effectiveness of approved programs.

To enter the Distinguished Scholars Program, the superintendent of a local school district or private school must:

1. Outline the qualifications and related experience of the candidate being recommended;
2. Describe the structured support system which will be implemented on behalf of the candidate;
3. Describe the evaluation system to be used; and
4. Describe the benefits to the instructional program that the candidate will contribute.

Candidates recommended for the Distinguished Scholars Program must successfully complete the Core Battery of the National

Teacher Examination (NTE) and any New Mexico required Specialty Area Examination of the NTE. A one-year license is granted upon completion of the above requirements and may be renewed annually.

For further information, please contact:

Dr. Susan Brown, Director
Education Preparation and Licensure
New Mexico State Department of Education
Education Building
Santa Fe, New Mexico 87503
(505) 827-6581/6587

OKLAHOMA - The Oklahoma State Department of Education provides an alternate route to teacher certification for individuals who have already completed baccalaureate degrees and passed the appropriate Oklahoma Teacher Certification Test(s). Candidates for the program may enter or exit the Alternate Certification Plan at any point depending upon the number of completed hours in professional education and specialization. The time required to complete the requirements for the **Standard Certificate** will vary. The plan does not require the 45 hours of student teaching as is required in the regular certification program. Prior to entry into the program, the candidate must meet the following conditions:

1. The candidate must have a baccalaureate degree in an academic field with a major or with a minimum of twenty-four semester hours of coursework as defined in an approved teacher education program. The academic field must be one which has been declared by the State Board of Education in its most recent supply and demand analysis to be an area in which a critical shortage of fully certified teachers exist.

2. The candidate must be admitted to a teacher education program in an Oklahoma institution of higher education.

3. The candidate must file with the director of teacher education at a Oklahoma institution of higher education a plan for meeting standard certification requirements.

4. The candidate must pass the Teacher Certification Test(s) in the teaching field for which certification is sought.

5. The candidate must receive and document an offer of a teaching position in an accredited Oklahoma school.

The candidate must complete four sequential stages of activities before a **Standard Certificate** is issued:

First Year - The candidate must obtain an Emergency Certificate (one-year validity). This is a special case request made by the employing school district. The candidate shall have met all the prerequisites listed above, including the filing of a plan for achieving standard certification. During this sequence, the candidate shall take courses and participate in activities that enhance knowledge and teaching skills by:

1. Taking a minimum of four semester hours of inservice supervised teaching

experience;

2. Completing nine semester hours of coursework in Professional Education which is in addition to the four semester hours of inservice teaching; and

3. Participate in the Entry-Year Assistance Program.

Second Year - The Emergency Certificate may be reissued upon completion of all requirements of Sequence 1. Nine semester hours of coursework shall be completed during the second year. This course work will count toward requirements for the Standard Certificate.

Third Year - Provisional Level I Certificate - (one year-validity) This certificate is renewable one time upon completion of nine semester hours toward Standard Certificate requirements. Course work may be taken as needed until all requirements are met for the Standard Certificate.

Fourth Year - Provisional Level II - (two-year validity) This certificate is renewable one time upon completion of nine semester hours toward Standard Certificate requirements. Course work may be taken as needed until all requirements are met for the Standard Certificate.

For further information, please contact:

Mr. Carl Phelps, Administrator
Teacher Education and Certification
State Department of Education
Hodge Education Building
2500 N. Lincoln Boulevard, Room 211
Oklahoma City, Oklahoma 73105-4599
(405) 521-3337

SOUTH CAROLINA - The South Carolina Education Improvement Act provides $300,000 annually through a contract with Winthrop College for a Critical Needs Certification Program. Teachers may be certified in secondary mathematics, science, library science, and foreign languages. Candidates for a critical need conditional teaching certificate must meet the following criteria:

- Possess an earned bachelor's degree from a regionally accredited college or university or an institution with a teacher education program approved by the State Department of Education;
- Pass the appropriate specialty area examination; and
- Provide evidence that the college major is a subject designated by the State Department of Education to be in a critical teacher shortage area.

Candidates who meet the established criteria will be issued a Statement of Eligibility for employment. A school district may offer a teaching contract to a candidate who holds a Statement of Eligibility. The school district must submit a verification of employment letter to the State Department of Education. Upon

verification of employment and the completion of a two-week pre-service institute, the State Board of Education will issue a Critical Need Conditional Teaching Certificate. This certificate may be renewed annually for a period of three years, provided the candidate maintains satisfactory progress in the Critical Need Conditional Certification Program which includes the following components:

A. Candidates must complete a two-week intensive pre-service institute before assuming responsibilities as a classroom teacher to acquire experience and knowledge deemed necessary for initial entry in the teaching profession.

B. During the first and second years of employment, candidates must be evaluated by program faculty on the basis of teaching performance in the classroom. At least two on-site evaluations shall be conducted during the first year of employment, and at least one on-site evaluation must be conducted during the second year of employment.

C. Candidates shall complete a series of eight one-day monthly seminars designed to assist in the development of skills and knowledge essential to the total teaching responsibilities. Each seminar must have three components: classroom management and planning; problem-solving, and formal instruction covering teacher effectiveness; and legal labilities and student evaluation.

The objectives of the series of seminars are (1) to provide ongoing support and reinforcement to participants, (2) to engage them in experiences essential to their competence and effectiveness, and (3) to assist them in maintaining and improving individual instructional and management plans. Successful completion of this series of seminars, in conjunction with successful classroom performance evaluations by program faculty during the first year of employment, shall result in three semester hours of graduate credit from the sponsoring institution.

D. Following the first year of employment, candidates shall complete a two-week institute including, but not limited to,

selected performance skills on efficient and effective teaching behaviors, and a one-day seminar. Instruction shall address classroom methodology in the specific certification area and supervised laboratory or practicum experiences involving students. Successful completion of the institute and seminar and successful classroom performance evaluations by program faculty during the second year of employment shall result in three semester hours of graduate credit from the sponsoring institution to the participant.

E. Candidates shall successfully complete three professional courses at the graduate level including (1) reading in the content area, (2) human growth and development/learning theory, and (3) teaching the exceptional child in the regular classroom.

F. Each candidate must be assigned a mentor by the employing school district. The mentor, an experienced teacher, will be responsible for providing support and assistance.

Eligibility for a Professional Certificate

Candidates must be employed in an instructional role for at least two consecutive years and successfully complete all components of the Critical Need Conditional Certification Program All requirements must be completed within the life of the three consecutive critical need certificates. The three graduate courses may be completed within one calendar year or over the three-year period. Persons who leave the program, but wish to pursue a professional certificate, must complete traditional teacher certification requirements.

For further information, please contact:

Dr. Elmer L. Knight, Director
Teacher Education and Certification
State Department of Education, Room 1004
Rutledge Building
Columbia, South Carolina 29201
(803) 734-8464/8466/84600

TEXAS - The Texas Education Code requires the State Board of Education to provide for the alternative certification of persons who are not graduates of traditional education programs if the following criteria are met: (1) recruited by a local school district; (2) passes the Texas basic skills test; (3)

satisfactorily completes a one-year internship under the supervision of an experienced, certified teacher; (4) satisfactorily completes a teaching method and classroom training course prescribed by the State Board; and (5) satisfactorily completes an appropriate number of semester hours credit from an accredited institution in the area in which the person is teaching.

For further information, please contact:

Dr. George C. Dugger, Director of Programs
Division of Teacher Certification
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701-1492
(512) 463-8976

VIRGINIA - The State Board of Education provides two alternatives for certifying secondary teachers. One permits a person to take nine semester hours in education, covering seven basic competencies from an accredited college or university. The other permits a local school division to design an individual professional development program that meets the same seven competencies. Both alternatives require that the person be employed as a teacher in a local school division and pass the National Teachers Examinations. (There are no comparable alternative routes for certification in elementary, special education, or NK-12 endorsements.)

Section III of the Certification Regulations for Teachers prescribe the following:

Provisional Secondary Certificate -

Individuals holding a baccalaureate degree and satisfying one or more endorsement area requirements in the secondary academic areas (grades 8-12) may be granted the two-year Provisional Certificate upon the recommendation of an employing agency.

The professional education requirements for the provisional secondary (8-12) certificate may be satisfied through the completion of nine semester hours from an accredited college or university. An alternative program may be submitted by the employing educational agency for review and approval by the Department of Education. The nine semester hours or the alternative program conducted by the employing agency shall include the seven competencies prescribed by the State Department of Education.

These competencies are:

1. Organization--competence in preparing and presenting an instructional plan;

2. Evaluation of student performance;

3. Recognition of individual differences;

4. Cultural awareness--influences on the individual, school, and community;

5. Understanding of the nature of youth--human growth and learning;

6. Classroom management techniques; and

7. Educational evaluation--testing and measurement.

When all requirements have been satisfied, a five-year renewable certificate will be issued. The provisional certificate may be upgraded at the end of the two-year period.

For further information, please contact:

Dr. Linda M. Bradley, Director
Teacher Education and Certification
Department of Education
P.O. Box 6-Q
Richmond, Virginia 23261-2060
(804) 225-2094/2097

WEST VIRGINIA - The West Virginia Board of Education provides for an alternative certification program to be conducted by State approved colleges of education. The purpose of the program is to provide opportunities for individuals who are seeking new careers in education as teachers. An individual may enroll in an alternative certification program provided he/she has a bachelor's degree from a regionally accredited institution of higher education and by virtue of previous training or experience has satisfied some portions of the State approved education program. A candidate enrolled in an alternative certification program may be employed by a school district on a temporary license provided he/she has: (1) completed a minimum of six semester hours based on established professional education objectives, or (2) documented proficiency in these objectives through an assessment conducted jointly by the college and school district. The assessment must be conducted prior to the development of the training program.

For further information, please contact:

Ms. Barbara Brazeau, Coordinator
Certification Unit
West Virginia Department of Education
Capitol Complex
Charleston, West Virginia 25305
(304) 348-2703